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ABSTRACT

Contained in the annotated bibliography are 58 references to texts, journal articles, program and curriculum guides, teaching guides, and other literature related to programs for trainable mentally retarded children. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. Such topics as curriculum, instructional materials, language development, program planning, self care skills, teaching methods, vocational education, and many others are covered. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval information, and an abstract are given. Author and subject indexes are provided. (KW)

EC033024

ED053521

TRAINABLE MENTALLY HANDICAPPED-PROGRAMS

A Selective Bibliography

February 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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EC 033 024

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ABSTRACTS

ABSTRACT 10052

EC 01 0052 ED 012 116
Publ. Date Apr 64 131p.
Curriculum Guide--Trainable Retarded.
Stockton Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; vocational education; scheduling; teaching guides; facilities; elementary grades; secondary grades; prevocational education; curriculum guides; classroom arrangement; admission criteria; equipment; units of study (subject fields); instructional materials; records (forms); trainable mentally handicapped; activities; San Francisco Social Competency Scale

Schedules in chart form for trainable children in orientation, primary, and intermediate groups show topic areas and activities along with instructional materials and suggestions. At the terminal-secondary level, the vocational program is discussed, and daily schedules and weekly units for yearly planning are presented. Topic areas, activities, instructional materials, and suggestions are outlined for terminal-secondary units on homemaking and good grooming. The San Francisco Social Competency Scale which evaluates self help, initiative-responsibility, social skills, and communication is included. The guide also includes sample student evaluation forms and lists of suggested facilities, equipment, and instructional materials. (MY)

ABSTRACT 10118

EC 01 0118 ED 016 317
Publ. Date 64 285p.
A Curriculum Guide for Teaching Trainable Mentally Retarded Children. Experimental Copy.
Los Angeles City Schools, California, Spec. Educ. Br.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; instructional materials; parent teacher conferences; records (forms); report cards; perceptual motor learning; perceptual development; self care skills; cognitive development; communication skills; social adjustment; social development; creative expression; vocational education; homemaking skills; parent counseling; classroom environment; lesson plans; evaluation methods; evaluation; glossaries

Presenting an outline of suggestions, activities, teaching aids, and guidelines for effective program planning, this curriculum guide is developmental, sequential, and spiral so that each subject area is taught, reinforced, and enriched throughout the program. Designed for trainable mentally handicapped children, major areas are motor development, perceptual training, cognitive skills, self help, communication, social-emotional development, individual expression, and practical skills. Each section includes areas to be developed, suggested activities, materials and resources, and an evaluation sheet. A correlated unit of the eight major areas is presented. A chart shows the mental, physical, and social traits of the trainable mentally handicapped child. Lists of national, state, and local agencies and a bibliography of parent education are included in a chapter emphasizing the role of parents. Additional sections present suggestions for the establishment of good classroom environment, lesson plans, grouping, time schedules, selection and placement, evaluation forms and sample report cards, and a checklist for teachers to follow in parent conferences. A glossary and a selected bibliography of 158 items are included. This document is available from the University of Southern California's bookstore, Los Angeles, California. (JZ)

ABSTRACT 10120

EC 01 0120 ED N.A.
Publ. Date 12 Apr 66 30p.
Cameron, Elmer C.
Individualized Diagnostic Course of Study for Trainable Mentally Retarded, Group Diagnostic Profile.
Santa Barbara City Sch., Calif., Spec. Educ. Dept.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; special classes; individualized curriculum; profile evaluation

The course of study for the Santa Barbara City Schools lists specific skills that the trainable mentally retarded should be taught. Skills are grouped within the following categories--self-help, social, motor, academic, vocational, and avocational. Using the forms provided, the teacher can plot group profiles that will indicate which pupils need to be taught certain skills. The checklist can also be used as a progress report to parents and an individual progress report (individual profile). Parental involvement is encouraged for specific skill learning. Suggestions are made for the use of teacher's aides, volunteers, lesson plans, audiovisual materials, and inservice training based on teaching a specific skill. (VO)

ABSTRACT 10330

EC 01 0330 ED 012 541
Publ. Date Jul 66 53p.
Policy and Procedure for a Vocational Education Work-Study Program for Severely Mentally Retarded Pupils.
Santa Cruz Co. Off. of Educ., Calif.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; vocational education; program planning; trainable mentally handicapped; work study programs; project applications; secondary grades; adolescents; administrator responsibility; federal aid; administrator guides; Vocational Education Act of 1963; P L 88-210

The Santa Cruz County Program for Vocational Education of trainable mentally handicapped students is outlined in terms of the staff and their responsibilities. Sample forms are illustrated. A second section of the document presents information to assist local school systems in the preparation of applications for a vocational education work-study project under the Vocational Education Act of 1963 (P.L. 88-210). Program requirements and purposes, student eligibility, employment conditions, funding, and other topics are stipulated. Detailed guidelines for completion of the work-study application form and the budget application are presented along with a sample agreement between city and school district and a sample application for funds. Details about the Santa Cruz County Work-Study Program, its students, work stations, and finances are outlined. (CG)

ABSTRACT 10333

EC 01 0333 ED 012 142
Publ. Date 64 79p.
Teacher's Guide for the Trainable Program.
Baltimore City Public Schs., Md., Div. of Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; teaching guides; units of study (subject fields); records (forms); scheduling; elementary grades; social studies; Baltimore City Schools

The trainable program is discussed in terms of content, scheduling, planning, and records. Program content is outlined under the main categories of basic habits and attitudes, classroom activities, sense training activities, social living activities, health-safety-science, music activities, and handicraft activities. Scheduling a daily program is discussed, and a sample daily schedule is provided. Types of plans and planbooks are analyzed. Six sample units are outlined by content and illustrative activities--(1) Myself, (2) Working with Others-Myself in the Group, (3) Understanding the School Environment, (4) Understanding the Home Environment, (5) Understanding Community Services and Facilities, and (6) Holidays. Information is also provided on anecdotal records, parental conferences, progress reports, and yearly pupil development summaries. (CG)

ABSTRACT 10399

EC 01 0399 ED 014 825
Publ. Date 67 42p.
Curriculum Guide for Trainable Retarded Children.
Webster Co. Schs., Iowa, Div. Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; units of study (subject fields); music; physical education; arithmetic; academic achievement; social adjustment; sciences; language development; home economics skills; teaching guides; Webster County; Iowa

Eligibility for admission, administrative practices, and educational objectives are discussed. Characteristics of trainable mentally retarded children are described, and daily schedules for younger and older groups are listed. Teaching suggestions are presented for social adjustment (including self care), economic usefulness, academic achievement, language, writing, reading, arithmetic, science, music, and physical training. A few broad objectives are mentioned, but most of these areas contain lists of specific tasks to be accomplished. Social adjustment emphasizes class participation by sharing or taking turns, accepting responsibility, self care in dressing and undressing, hygiene, and health. Economic usefulness refers to the degree of liability to the family or society, not to money or income. The children learn tasks related to cooking, cleaning, and other home activities. Academic achievement emphasizes language development through speech drills, writing, reading, story periods, roll call activities, listening skills, unison speaking, spelling, and reading pictures. Arithmetic concepts cover amount, simple counting, shape of numbers, relating counting to quantity concept, associating a number symbol with an amount, writing numbers, number sequence, addition and subtraction, size, time, calendar, temperature, measures, money, ages, and telephone usage. Science aspects include animals, plants, and weather. Physical training with and without equipment includes development of large and small muscles. Music appreciation covers types of songs, use of songs, rhythms, rhythm instruments, keeping time, and listening appreciation. (RS)

ABSTRACT 10400

EC 01 0400 ED 014 826
Publ. Date 63 21p.
Type B Programs for the Trainable Mentally Handicapped in Michigan.
Michigan State Dept. of Pub. Instr., Lansing
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; trainable mentally handicapped; program guides; admission criteria; adolescents; children; community services; educational equipment; parent counseling; program administration; teacher certification; teacher aides; teaching guides; scheduling; program evaluation; class size; special services; Lansing

Administrative practices, including eligibility criteria and evaluation of the trainable mentally handicapped, teaching certification requirements, and the duties of teacher aides, are discussed in this guide. Housing, including equipment and supplies, is described. Other topics include daily schedules for older and younger groups, class size, counseling with parents, and program evaluation. Extra services, including community involvement, health and social agencies, and professional assistance, are described. Other factors, such as transportation, tuition, and state aid, are presented. A bibliography of 39 references for both lay and professional workers is included. (VO)

ABSTRACT 10401

EC 01 0401 ED 012 544
Pub. Date 67 65p.
Jones, Philip R., Ed.
Areas of Instruction for Trainable Mentally Handicapped Children.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; units of study (subject fields); home economics skills; language development; self care skills; social adjustment; music; art; handicrafts; Champaign Community Schools

Unit outlines for six major areas of the trainable curriculum are presented. Units on self care, economic usefulness, language development, social adjustment, music, and arts and crafts are designed for children whose chronological ages range between 5 and 21 years and whose mental ages are between about 2 1/2 to 8 years. Unit outlines, covering content lasting approximately 4 years, contain objectives, outline of content, sources of information, steps for evaluation, and importance of the unit. The appendix includes a guide for field trips, a sample daily schedule, a progress report form, and conference record forms. (JL)

ABSTRACT 10436

EC 01 0436 ED 012 117
Publ. Date 63
Molloy, Julia S.
Trainable Children, Curriculum and Procedures Based on the Curriculum of the Orchard School for Retarded Children, Skokie, Illinois.
Orchard School for Retarded Children, Skokie, Ill.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; lesson plans; records (forms); art; handicrafts; handwriting; language development; music; numbers; physical education; reading; kindergarten; intermediate grades; primary grades; adolescents; children; identification; student characteristics; student placement; educational objectives; instructional materials; teaching guides; Orchard School for Retarded Children

This program incorporates the training needs of the severely retarded child in a logical, psychological sequence to provide the child with the opportunity to grow physically, emotionally, intellectually, and spiritually in order that adequate self care, social adjustment, good planning of leisure time, and satisfying usefulness may be realized for living comfortably at home or in an institution. The characteristics, identification, and placement of trainable children as well as the philosophy, purpose, and operation of the special class for trainables are discussed. Background information, teaching techniques, sequence of activities, and materials are presented for teaching arts and crafts, handwriting and language development, music, numbers, physical education and play, and reading. Programs for preschool, kindergarten, primary, junior intermediate, and senior intermediate students outline objectives, management, and materials for physical, social, emotional, and intellectual growth. A program for young adults is outlined. Lesson plans with sample forms are presented. A detailed chart for recording progress lists physical, emotional, social, intellectual, and spiritual levels of development. Samples of 10 report forms are included. Annotations are included along with a 23-item bibliography. This document is available from the John Day Co., New York, New York for $3.50. (JZ)

ABSTRACT 10478

EC 01 0478 ED 015 576
Publ. Date 15 May 64 17p.
Outline of the Program for Trainable Residents.
Sunland Trng. Ctr., Gainesville, Fla., Spec. Trng. Sch.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; visually handicapped; multiply handicapped; blind; trainable mentally handicapped; curriculum guides; adolescents; adults; children; educational objectives; institutional schools; instructional programs; perceptual development; number concepts; health; self care skills; communication skills; psychomotor skills; recreational activities; Sunland Training Center

Philosophy, goals, and description of residents participating in this program are presented. Activities are outlined for beginners, intermediates, adult men, and adult women in the following areas--(1) perception development, (2) communication and expression skills, (3) motor skills, (4) number concepts, (5) personal health and grooming skills, and (6) recreational and social activities. A separate section outlines a program for the blind trainable retarded in discrimination skills, learning skills, music activities, self expression, and social skills. A ground maintenance program for boys and a general education program are also described. (VO)

ABSTRACT 10610

EC 01 0610 ED N.A.
Publ. Date (57) 66p.

Vineland State School Course of Study for Trainables.
Vineland State School, Vineland, New Jersey
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; institutional schools; trainable mentally handicapped; curriculum guides; sensory training; music; health; physical education; interpersonal competence; learning readiness; language arts; safety; art; number concepts; natural sciences; reading; Vineland State School

Designed for use with the mentally handicapped, the guide presents goals for academic and activity classes. The philosophy and plan of the school's program are discussed; goals for trainables are listed. Outlines including either objectives or specific aims and activities are given for the following areas: sense training; music, health, physical education, social skills, language readiness, safety, arts and crafts, number development, reading readiness, writing, nature studies, and spelling readiness. A reference bibliography lists 70 items for teachers. (DT)

ABSTRACT 10887

EC 01 0887 ED 012 523
Publ. Date 66 41p.
Team Teaching with the Trainable Child, a Pilot Program.
Worcester Public School, Massachusetts
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; team teaching; trainable mentally handicapped; pilot projects; children; program evaluation; program planning; program administration; program guides

An evaluation of the curriculum and organization of the Bloomingdale School for Trainable Children, Worcester, Massachusetts, was made by a committee including teachers, the principal, and an administrator of special education. The literature on team teaching of the handicapped was surveyed. The Slover School, Fontana, California, was used as a model for proposed changes. General objectives, advantages and disadvantages, sample time schedules, and class assignment tables are given for the planned interchange of children according to abilities and needs. Basic objectives are noted. The curriculum is developed about a fluid program geared to the development of social competence in five teaching areas--art, home arts, language, music, and readiness. General and specific aims and suggested activities are listed for each area. Planning and evaluation are stressed in developing team teaching. Photographs of the activities and a 49-item bibliography are included. (GB)

ABSTRACT 11022

EC 01 1022 ED N.A.
Publ. Date Feb 67 4p.
Kimbrell, Don L. and Others
Institutional Environment Developed for Training Severely and Profoundly Retarded.
Abilene State School, Texas;
Austin State School, Texas
EDRS not available
Mental Retardation; V5 N1 P34-7 Feb 1967

Descriptors: exceptional child education; mentally handicapped; recreation; self care skills; institutional facilities; institutional environment; recreational facilities; physical environment; building equipment; sanitary facilities; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); instructional materials

The special problems of training and caring for 20 institutionalized severely mentally retarded females (ages 6 to 18) with aggressive and destructive behavior are discussed. The following special toys, developmental equipment, and training equipment to aid in establishing self feeding and toilet habits and to develop coordination are described: heavy-duty metal frame swings with wooden seats and an adjustable bar, large metal sandboxes, a simplified jungle gym, metal swimming pool, strengthened tricycles and bicycles, rocking swans; tumble tubs, staircases with deep and shallow steps, chalk and blackboards, buttoning and shoe stringing apparatus; special utensils, recessed trays, and special toilet seats. Destructible materials, such as magazines and hats, environmental changes including a thermostatically controlled climate, ropes for walking groups, and articles providing tactile, visual, auditory, and kinesthetic stimulation are also considered. (SN)

ABSTRACT 11026

EC 01 1026 ED N.A.
Publ. Date 66 107p.
Hanson, Fred M. and Others
Programs for the Trainable Mentally Retarded in California Public Schools.
California State Department of Education, Sacramento, Bureau for Educationally Handicapped and Mentally Exceptional Children
EDRS not available

Descriptors: exceptional child education; mentally handicapped; state programs; trainable mentally handicapped; program administration; educational facilities; program planning; educational legislation; administration; curriculum; public schools; guidelines; administrator guides; curriculum planning; California

After a brief introduction which outlines the historical evolution of public school programs, legal provisions governing special education programs for trainable mentally retarded (TMR) children in California are discussed as follow: authority to establish programs, financing, identification and placement of pupils, minimum standards and the matron or teacher aide. Facilities are considered in terms of need, general purpose, location, characteristics, and state school building aid. Consideration focuses on general characteristics of TMR pupils, grouping for instruction, and program organization. Planning the curriculum is treated in terms of major training objectives, specific areas for curriculum planning, economic usefulness, health and safety, recreation and leisure time activities, evaluation, and home-school-community cooperation. Thirty references are cited and a selected bibliography lists 125 items on general topics, sheltered workshop publications, curriculum guides, curriculum, reports of research affecting curriculum, and evaluation. (DF)

ABSTRACT 11101

EC 01 1101 ED N.A.
Publ. Date Jun 65 6p.
Gorton, Chester E.; Hollis, John H.
Redesigning a Cottage Unit for Better Programming and Research for the Severely Retarded.
Parsons State Hospital and Training Center, Kansas;
Kansas University, Lawrence, Parsons Research Project
National Institute of Mental Health, Bethesda, Maryland
EDRS not available
Mental Retardation; V3 N3 P16-21 Jun 1965

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; institutionalized (persons); institutional facilities; design needs; self care skills; attendant training; perceptual motor coordination; stimulus behavior; institutional research

To meet needs evident at the state hospital and training school, a system of care, treatment, and training for the severely mentally handicapped was developed. Subjects were 18 girls, aged 6 to 12, with IQ's less than 25. The cottage unit in which the girls lived was modified from a single large room, which appeared to limit social interaction between the girls and the aides, to provide environmental structure and control. A cubicle system was designed, but later abandoned to facilitate monitoring; an operant area with three large tables was then established and found successful in keeping the subjects off medication and out of diapers. A 12-session training program was conducted for the aides in methods of observation, reinforcement, and grouping; interaction increased and personnel turnover decreased. Feeding training was also given the subjects, nine of whom did not spoon feed themselves; after 18 months, all 18 achieved self feeding. Additional progress was made in other self care skills over 3 years of the study. Studies were also conducted concerning perceptual motor skills, effects of social and nonsocial stimuli on behavior, communication behavior, social dominance, and differential responses to social stimuli. Three figures and two photographs present the architectural modifications. (JD)

ABSTRACT 11324

EC 01 1324 ED 016 333
Publ. Date 67 27p.
Barker, Felix S.

North Carolina Public Schools, A Status Report of the Program for Trainable Mentally Retarded Children.
North Carolina Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; state programs; educational needs; trainable mentally handicapped; program administration; personnel; curriculum; teacher experience; student characteristics; teacher characteristics; surveys; state surveys; school surveys; questionnaires; educational planning; educational improvement; program evaluation; North Carolina

A survey was designed to evaluate the present effectiveness of the North Carolina program for trainable mentally retarded (TMR) children and to aid in future planning. Of 154 questionnaires distributed, 116 were returned and assessed, along with report forms for TMR classes filed with the department. Data derived cover organization and administration, the teacher, pupil, and curriculum. Tables report organization of classes by age range, availability of sequential programs, and availability of sheltered workshops. Information on teachers includes sex, age, level of training, training in special education, colleges attended for special education training, experience in TMR classrooms, other teaching experience, inservice training, and use of teacher's aides. Other tables show age and IQ of pupils, TMR curriculum areas, a summary by years of numbers of pupils and teachers in the TMR program, and a comparison of seven other states' TMR services. Recommended are greater cooperation of school administrative units in sparsely populated areas, smaller age ranges within classes, establishment of sequential programs with at least three classes, more teacher coursework in special education, and more inservice training on curriculum development and teaching methods. The two TMR teacher questionnaire and class report forms are included. (TS)

ABSTRACT 11506

EC 01 1506 ED 029 404
Publ. Date Apr 68 90p.
Improving Instruction for Trainable Mentally Retarded; A Working Document.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department of Public Instruction, Des Moines;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; bibliographies; instructional materials; evaluation techniques; trainable mentally handicapped; books; periodicals; curriculum guides; educational objectives; language development; music; instructional improvement; visual perception; reading instruction; teacher developed materials; arithmetic

A perspective on teaching the trainable mentally retarded is presented along with an approach to evaluating commercial materials with an accompanying outline for evaluation and an illustration of its use. A selected bibliography includes 41 professional references, 65 readings for professional growth, 30 curriculum guides, 16 references on language development, and 19 language development materials. Also cited are 21 references on perceptual training, 31 references on numbers and materials, 11 references on reading and materials, and nine references on other areas of the curriculum. Listed are the following: six sources of free and inexpensive materials; 26 teacher designed activities and aids (with illustrations and descriptions); and arithmetic supplies and games, language arts supplies and games, and perceptual and muscular coordination materials. (DF)

ABSTRACT 11522

EC 01 1522 ED 029 424
Publ. Date 68 88p.
An Experimental Curriculum Guide for Teachers of the Trainable Mentally Retarded.
Southeast Region Special Education Service Center, Downey, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; teaching methods; self care skills; communication (thought transfer); recreation; self concept; health education; safety education; homemaking skills; sensory training; vocational education; practical mathematics; interpersonal competence; learning activities; number concepts; psychomotor skills; Elementary and Secondary Education Act Title III Project; ESEA Title III Project

An experimental curriculum guide for the trainable mentally retarded of all ages utilizes activities sequenced in order of difficulty. The unit on self understanding and self care treats physical self and personal care; the communication unit covers language development and observational and listening skills; the social competence unit considers self discipline, social amenities, respect for other people and property, and eating habits. Also included are units on health and personal and group safety; and on sensory and gross and fine motor skills. Further units are on quantitative concepts, with number concepts and practical application; practical skills, with homemaking, shop, custodial, and outdoor skills; and recreational skills with self motivation and leisure time. In all units, objectives are listed with techniques and activities suggested and materials and references provided. (SN)

ABSTRACT 11524

EC 01 1524 ED 029 426
Publ. Date 67 52p.
Speeches Given at Teacher Institute, Springfield, Missouri, January 23-27, 1967.
State Department of Education, Springfield, Missouri
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; teacher role; language development; sequential approach; curriculum development; perceptual motor coordination; trainable mentally handicapped; sheltered workshops; speech instruction; task analysis; reinforcement; behavior change; physical education; motor development; vocational rehablitation; Peabody Language Development Kit

Six speakers consider programs for the retarded. Geraldine K. Fergen describes the challenge of special education; James O. Smith discusses planning appropriate language programs for children with retarded intellectual development; and Bobby Palk outlines the sequential development of skills in the trainable mentally retarded. Also treated are perceptual motor development through physical education, by Matthew Sullivan; the role of the teacher in the development of curriculum for trainable retardates, by Richard S. Dabney; and the training objective sheltered workshop personnel want teachers of the trainable to meet, by Don Huddle. (JD)

ABSTRACT 11525

EC 01 1525 ED 029 427
Publ. Date 68 365p.
Missouri Schools for the Retarded, Title I Project. Program Enrichment for State Schools for Retarded.
Missouri Schools for the Retarded
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; state programs; federal aid; enrichment programs; case histories (education); program evaluation; physical recreation programs; preschool programs; televised instruction; video tape recordings; speech therapy; summer programs; inservice teacher education; parent school relationship; home visits; Elementary and Secondary Education Act Title I Project; ESEA Title I Project; Missouri

Enrichment programs conducted in Missouri state schools for trainable mentally retarded (TMR) children under Title I funding in 1967 are evaluated. Charts give the progress of 153 TMR pupils in the physical fitness programs conducted in three schools while case histories indicate improvement of six children in a prekindergarten enrichment program. The progress of a video tape teaching project is mentioned and two examples of pilot filmstrips developed are given. Reports and case histories submitted by speech teachers who conducted oral communication programs for 105 multiply handicapped TMR children in five day schools are presented. Reported by

charts and pupil progress reports are results from a 6-week summer school training program offered by training centers to 542 TMR children; twelve independent studies resulting from the summer program are included. An account is given of an inservice teacher institute on new trends in TMR curriculum development which involved 150 teachers and supervisors. Finally, case histories and teacher reports from two schools which have home school coordinators provide an evaluation of the services obtained to solve children's school and family problems. (SN)

ABSTRACT 11574

EC 01 1574 ED N.A.
Publ. Date 66 104p.
Educational Programming for the Trainable Mentally Retarded. Proceedings of a Conference (Daytona Beach, Florida, August 9-12, 1966).
Florida State Department of Education, Tallahassee, Exceptional Child Education Section
Office of Education (DHEW), Washington, D. C.
EDRS not available
Exceptional Child Education, State Department of Education, Knott Building, Room 319, Tallahassee, Florida 32301.

Descriptors: exceptional child education; mentally handicapped; program planning; trainable mentally handicapped; parent teacher cooperation; educational programs; motivation; reinforcement; teaching methods; educational objectives; communication skills; teacher aides; physical activities; motor development; learning characteristics; educational research; vocational rehabilitation; state programs

A conference of 25 Florida teachers of the trainable mentally retarded surveys the points of view of business and industry, parents and teachers, the community, and the State Department of Education. Aspects of program development discussed are the efficacy and objectives of educational programs for the mentally retarded, teacher and program development, principles of curriculum design, and the use of teacher aides. Motor and language development are considered; and learning and research are related in terms of theories and principles of learning, the nature and phases of learning and significant research reports on motivation. A map showing the number of teachers in public school programs for the trainable mentally retarded by county is appended. (BW)

ABSTRACT 11599

EC 01 1599 ED N.A.
Publ. Date Apr 69 4p.
Baer, Lorraine; Stanley, Phyllis
A Camping Program for the Trainable Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V4 N2 P81-4 Apr 1969

Descriptors: exceptional child education; mentally handicapped; camping; self care skills; trainable mentally handicapped; program planning; language enrichment; recreational activities; outdoor education

A camping program for trainable retarded children which was developed by a school system is discussed beginning with the number of pupils and instructors and the selection of a camp site. Specific goals of the program and organizational steps taken before departure are listed; rules and the responsibilities of the campers are described. Also described are homemaking and outdoor experiences and their part in the development of self care, social, and language skills. Recommendations for future trips are included. (RJ)

ABSTRACT 11622

EC 01 1622 ED N.A.
Publ. Date Nov 67 3p.
Doepke, Katherine G.
Retarded Children Learn to Sing.
EDRS not available
Music Educator's Journal; V54 N3 P89-91 Nov 1967

Descriptors: exceptional child research; mentally handicapped; music education; teaching methods; trainable mentally handicapped; audiovisual aids; overhead projectrs; tape recordings

Tape recordings of five sets of 10 songs each were played for a class of nine trainable mentally handicapped children while they watched the lyrics shown on an overhead projector. Three methods of presentation were used which offered progressively less teacher help; the procedure offering the most help had the greatest success. After using the tapes for 3 months, four of the children knew all the songs. Methods involved in the program are described; effects of the experience are discussed in terms of socialization, memory, reading, and spelling improvement. (BW)

ABSTRACT 11948

EC 01 1948 ED N.A.
Publ. Date 66 126p.
Contrucci, Victor J., Ed.; Stadtmueller, John H.
Wisconsin We Do It This Way Series; A Resource Guide for Trainable Mentally Retarded.
Wisconsin State Department of Public Instruction, Madison, Bureau for Handicapped Children
EDRS not available
BULL-22
Wisconsin State Department of Public Instruction, Bureau for Handicapped Children, 126 Langdon Street, Madison, Wisconsin 53703.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; self care skills; music activities; safety education; social adjustment; communication skills; visual perception; games; perceptual motor coordination; instructional materials; curriculum guides; physical education; field trips; money management; home economics; art; citizenship

Both compiled by and designed for special teachers of the trainable mentally retarded, the guide outlines units in health, safety, social experiences, communication of ideas, use of leisure, travel, money management, homemaking, art and art appreciation, adaptation to environment, material values, and citizenship. Subject matter is integrated into content areas, including self help, motor, social, academic, and vocational skills. Each unit provides lesson plans, which state objectives, procedures and activities, directions for construction of and bibliographical references to materials, and evaluation methods. An overview to education of the trainable child and a cross reference guide to the persisting life functions are also provided. (JB)

ABSTRACT 11972

EC 01 1972 ED 031 004
Publ. Date Feb 69 33p.
Kokaska, Charles J., Ed.
Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded.
Michigan State Department of Education, Lansing, Division of Special Education;
Eastern Michigan University, Ypsilanti, Department Of Special Education and Occupational Therapy
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; teacher aides; trainable mentally handicapped; nonprofessional personnel; staff role; group instruction; communication skills; parent school relationship; sheltered workshops; employment problems; class management

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

ABSTRACT 12015

EC 01 2015 ED N.A.
Publ. Date 66 32p.
A Flexible Guide for Teachers of Trainable Children.
Lincoln School, Nutley, New Jersey
EDRS not available

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; social relations; number concepts; language arts; health; safety; homemaking skills; industrial arts; art; handicrafts; music; physical education; audiovisual aids; self care skills

Curriculum content and learning activities for trainable mentally handicapped children are presented for three levels of ability. Aspects of social living considered are courtesy, responsibility to others, and group participation; aspects of number development considered are counting and concept of measurement. Included in language arts are communication, listening, reading, and writing.

Self help, first aid knowledge, emergency ability, and general safety rules are treated as topics of health and safety. Also treated are the following homemaking skills: kitchen activities, table setting and serving, and cleaning, laundering, and food preparation. Practical arts and economic skills outlined are weaving, ceramics, gardening, woodcraft, and needlecraft. A list of sample monthly projects using arts and crafts, suggested activities for music and physical education, out of class activities, and a list of audiovisual aids are included. (RD)

ABSTRACT 20112

EC 02 0112 ED N.A.
Publ. Date Dec 65 4p.
Pappanikou, A. J.
The Role of the Institution in Post-School Programming for Trainable Retarded.
EDRS not available
Mental Retardation; V3 N6 P13-6 Dec 1965

Descriptors: exceptional child services; mentally handicapped; trainable mentally handicapped; institutional role; residential programs; institutionalized (persons); institutional schools; vocational rehabilitation; program planning

Means of broadening postschool programing are discussed, with emphasis on correlating the needs of the individual and of society. Communication between institution and community and leadership responsibilities of both are described, with one institution's experience detailed to illustrate the following areas necessary to the development of postschool training programs: legislative, policy formulation, research, teacher procurement, ancillary services, budget, and parental relationships. (JD)

ABSTRACT 20400

EC 02 0400 ED N.A.
Publ. Date 68 75p.
A Guide for Teachers of Trainable Mentally Retarded Children.
Oklahoma State Department of Education, Oklahoma City
EDRS not available
Oklahoma State Department of Education, Division of Special Education, 2302 Lincoln Blvd., Oklahoma City, Oklahoma 73105.

Descriptors: exceptional child education; mentally handicapped; state programs; administration; curriculum; trainable mentally handicapped; family life education; physical education; language development; student evaluation; curriculum guides; instructional materials; number concepts; music; art; elementary grades; parent counseling; social adjustment; self care skills; Oklahoma

Included are discussions of the philosophy, administration and policies, general aims and objectives, suggestions for evaluation of student and curriculum of the Oklahoma state program for trainable children. Activities and suggestions are offered in the areas of self care, home-community usefulness, physical education, language development, number concepts, music therapy, and art therapy. Problems in parent counseling and sample programs and equipment (including audio-visual materials) for trainable classes are considered. There is an 80-item bibliography. (LE)

ABSTRACT 20485

EC 02 0485 ED N.A.
Publ. Date 68 107p.
Special Education Curriculum Guidelines; Trainable Mentally Retarded.
Shelby County Schools, Memphis, Tennessee
EDRS not available
Shelby County Schools, 160 South Hollywood Avenue, Memphis, Tennessee 38112.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; trainable mentally handicapped; social adjustment; nutrition; physical education; self care skills; safety education; language development; number concepts; music education; art; elementary grades; handicrafts; program evaluation; student evaluation; color; Memphis; Tennessee

Intended as a guide to assist trainable retardates, the test includes general goals and basic understandings, activities, materials, and evaluation. Units cover the following social adjustment; health (physical education, nutrition, and body care); community helpers; safety; language development; numbers; music; color; arts and crafts; work tasks leading to vocational rehabilitation; evaluation of program; and evaluation of child. Each unit lists sources of information. (LE)

ABSTRACT 20553

EC 02 0553 ED N.A.
Publ. Date Jan 66 21p.
Wallin, J. E. Wallace
Training of the Severely Retarded, Viewed in Historical Perspective.
EDRS not available
Journal of General Psychology; V74 N1 P107-27 Jan 1966

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; historical reviews; special schools; program dfvelopment; residential schools; special classes; public schools; institutional schools; Europe

A critical review of the development of training programs for the trainable mentally handicapped in Europe and the United States covers ancient, early Christian, medieval, and modern periods. The major focus is on the foundation of schools, special classes, and institutional provisions. Problems in diagnostic classification are discussed with special emphasis on the techniques used in the St. Louis Public Schools. (MY)

ABSTRACT 20555

EC 02 0555 ED N.A.
Publ. Date Oct 66 10p.
Daly, Flora M.
The Program for Trainable Mentally Retarded Pupils in the Public Schools of California.
California State Department of Education, Sacramento, Bureau for Education-ally Handicapped and Mentally Exceptional Children
EDRS not available
Education and Training of the Mentally Retarded; V1 N3 P107-18 Oct 1966

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; enrollment rate; educational programs; state programs; state aid; state standards; teacher certification; educational objectives; vocational education; educational trends; state legislation; personnel; nonprofessional personnel; teacher aides; California Public Schools

Progress in the provision of programs for trainable mentally retarded under the auspices of the public schools of California is discussed. The following areas are included: progress from permissive to mandatory legislation, growth in enrollment and number of classes, state financial support, housing arrangements for classes, goals and objectives of programs, occupational training for older pupils, and major issues and challenges of the future. (Author)

ABSTRACT 20646

EC 02 0646 ED N.A.
Publ. Date 66 130p.
Kidd, John W.
Curriculum Guide: Trainable Mentally Retarded Children and Youth.
St. Louis County Special School District, Rock Hill, Missouri
EDRS not available
Special School District of St. Louis County, 9820 Manchester Road, Rock Hill, Missouri 63119.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; interpersonal competence; physical education; self care skills; leisure time; language arts; number concepts; music; art; handicrafts; homemaking education; job training; psychomotor skills; physical fitness; recreational activities; student evaluation; family life education; curriculum guides; Missouri

Specific objectives, implementing experiences, and resources in four areas of development are presented for trainable mentally retarded children (ages 6 to 21) on primary, intermediate, and advanced levels. Aspects of social development include adjustment, self care skills, environmental orientation, and leisure time activities; physical development covers conditioning exercises, motor skills, structured play, and evaluation; development of intellect treats language arts, number concepts, arts and crafts, and music; and occupational development includes homemaking and job training. Members of the curriculum committee and an academic expectancy chart are presented. (RD)

ABSTRACT 20825

EC 02 0825 ED 032 691
Publ. Date 68 185p.
Rosenzweig, Louis E.; Long, Julia
Understanding and Teaching the Dependent Retarded Child.
EDRS not available
Teachers Publishing Corporation, 23

Leroy Avenue, Darien, Connecticut 06820.

Descriptors: exceptional child education; mentally handicapped; teaching methods; instructional materials; learning activities; trainable mentally handicapped; skill development; audiovisual aids; educational objectives; admission criteria; self care skills; interpersonal competence; motor development; art activities; job skills; basic skills; educational equipment; educational planning

Levels of mental retardation and school admission procedures for the dependent retarded (IQ's 30 to 50) are reviewed. Goals for all retarded and the application of goals to the dependent retarded are considered. Plans and procedures for both teacher and child activities along with suggestions for audiovisual and other materials are provided in the areas of leisure time activities and holidays as well as self help, social, motor, academic, and vocational skills. Also included are specifications for classroom organization and planning for instruction, and a list of songs, singing games, books, records, and teacher prepared materials. (JD)

ABSTRACT 20855

EC 02 0855 ED 028 550
Publ. Date 67 86p.

Implementing Programs for Trainable Mentally Retarded Children.

Indiana State Department of Public Instruction, Indianapolis

EDRS mf,hc

Prepared By A Committee Attending A Workshop (McCormick's Creek State Park, Indiana, June 26-30, 1967).

Descriptors: exceptional child education; mentally handicapped; program planning; state programs; curriculum; trainable mentally handicapped; teaching methods; state agencies; behavior change; language development; perceptual motor coordination; socialization; educational legislation; federal legislation; teacher evaluation; facility requirements; physical education; effective teaching; organizations (groups); educational programs; Indiana; Elementary and Secondary Education Act

Guidelines for the development of programs for trainable mentally retarded children are presented. Major task areas identified are the family group, communication skills, physical development, socialization, recreational interests and skills, and preparation for work oriented activity. Six papers are presented: precision teaching and behavior modification at the Johnny Appleseed School, by James T. Austin; establishment of conference purposes and aims, by Leslie Brinegar; the Elementary Secondary Education Act of 1965, by Corrine Walker and by Ben Rice; the quality of programs for the moderately retarded, by Keith Stearns; and physical education for the retarded, by Dr. Robert Yoho. Appendixes describe classroom facilities, sources of funding, and service agencies, as well as list sources of instructional materials, programs, and 49 annotated references. (RK)

ABSTRACT 20864

EC 02 0864 ED 028 561
Publ. Date 68 146p.

Larsen, Lawrence A.; Bricker, William A.

A Manual for Parents and Teachers of Severely and Moderately Retarded Children. IMRID Papers and Reports, Volume 5, Number 22.

Institute on Mental Retardation and Intellectual Development, Nashville, Tennessee

EDRS mf,hc

IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 ($0.50).

Descriptors: exceptional child education; mentally handicapped; behavior change; teaching methods; self care skills; instructional materials; learning; operant conditioning; reinforcement; pretesting; post testing; behavior rating scales; rewards; positive reinforcement; negative reinforcement; self reward; verbal operant conditioning; task analysis; visually handicapped; aurally handicapped; custodial mentally handicapped; trainable mentally handicapped

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activities include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and posttest, glossary, and applications to blind and deaf children. (LE)

ABSTRACT 20923

EC 02 0923 ED 027 654
Publ. Date 60 78p.

Hudson, Margaret

An Exploration of Classroom Procedures for Teaching Trainable Mentally Retarded Children. CEC Research Monograph, Series A, Number 2.

Council for Exceptional Children, Washington, D. C.;
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C.

EDRS mf,hc

OEC-SAE-6462

Descriptors: exceptional child research; mentally handicapped; curriculum; teaching methods; trainable mentally handicapped; reinforcement; class management; motivation; class size; teacher evaluation; homogeneous grouping; units of study (subject fields); individual instruction; language development; research needs

To investigate teaching techniques with trainable mentally retarded children, 29 day classes were visited twice; 100-minute observation periods were recorded on tape at each visit. Eight major areas of teaching methods were found: feeling tone, guidance and reinforcement, individual and group control, involvement of children in lesson, motivation, nonverbal teaching, structure of the teaching situation, and teacher centered behavior. Conclusions were that teachers spent a large proportion of time in attempting to get responses from children, acknowledging and encouraging responses, and explaining concepts and activities; nonverbal techniques were greatly used. Indications were that better teaching occurred in smaller groups which had fewer brain injured children and children who were more similar in IQ and closer in age. Of 15 major lesson categories, language development received the most emphasis while practical arts received the least. Teachers did individualize instruction but tended to work with one child only or the whole class. A teacher competency checklist and categories of lessons covering arithmetic, arts and crafts, dramatization, health and safety, language development, music, occupational education, practical arts, motor development, socialization, science, self help, social studies, sensory training, and mental development are included. (DF)

ABSTRACT 21041

EC 02 1041 ED N.A.
Publ. Date 66 65p.

Sun Dial School; Curriculum for the Trainable Mentally Retarded.

Broward County Board of Public Instruction, Fort Lauderdale, Florida

EDRS not available

Broward County Board of Public Instruction, 1320 S. W. 4th Street, Ft. Lauderdale, Florida 33312.

Descriptors: exceptional child education; trainable mentally handicapped; curriculum guides; individual characteristics; educational objectives; instructional materials; teaching methods; learning activities; communication skills; listening skills; language development; social development; reading; arithmetic; science activities; social studies; music activities; art activities; physical education; home economics; primary grades; intermediate grades; prevocational education

Characteristics of the trainable child, the importance of parent education, and an overview of curriculum objectives and educational needs are presented. Specific objectives, materials, and suggested teaching activities are provided for primary and intermediate levels in the areas of communication skills, listening and language development, social development, reading, arithmetic, science, music, art, physical education, home economics, and workshop and plant nursery

experience. Appendixes contain a list of essential vocabulary, and lists of filmstrips, books, records, games, and songs pertaining to the instructional areas described. (RD)

ABSTRACT 21377

EC 02 1377 ED N.A.
Publ. Date 69 4p.
Linford, Anthony G.; Jeanrenaud, Claudine Y.
A Systematic Language Structure for Teaching Recreative Skills to the Mentally Retarded.
EDRS not available
Therapeutic Recreation Journal; V3 N1 P8-11 1st Quarter 1969

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; teaching methods; language skills; imitation; receptive language; recreational activities; recreation

The limited vocabulary of many retarded children is considered from the standpoint of the recreation therapist. The importance of using language which the child can understand is discussed with an example of how to teach specific skills through a structured sequence. (RJ)

ABSTRACT 21481

EC 02 1481 ED 034 359
Publ. Date 69 20p.
Trainable Mentally Retarded; A Guide to Programming.
Georgia State Department of Education, Atlanta, Division of Special Education and Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; program guides; sensory training; language development; social adjustment; physical development; vocational development; mentally handicapped; program planning; communication skills

Development of the following aspects in programing for the trainable is discussed: communication skills, motor coordination, emotional adjustment, self concept, self care and health, social adjustment, recreational activities, safety, moral and spiritual values, and aesthetic appreciation and economic usefulness. Curriculum activities presented consist of sensory and emotional development (using clay, painting, sand, drawing, cutting, and pasting), language development (conversation period, story telling, finger plays, and dramatization), social adjustment (rest, play, music, rhythms, instruments, and listening), physical development, and economic usefulness (lunch program, meal preparation, household activities, outdoor activities, and woodworking). Appendixes include lists of equipment and activities. (JM)

ABSTRACT 21517

EC 02 1517 ED N.A.
Publ. Date 67 97p.
Penny, Ruthanna
Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts form small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 21557

EC 02 1557 ED N.A.
Publ. Date 67 51p.
Special Education: Program of Studies for the Trainable Child, Cores I, II, and III.
Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina
EDRS not available
Winston-Salem/Forsyth County Schools, Granville Drive, Winston-Salem, North Carolina 27101.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; interpersonal competence; self care skills; arithmetic curriculum; reading instruction; writing skills; practical arts; instructional materials; social skills; North Carolina

Introduced by a philosophy of special education for the trainable mentally handicapped and descriptions of the trainable child and teacher qualities the guide divides the program into primary trainable (6 to 10 years), intermediate (10 to 15 years), and older trainable (16 to 21 years). Each level presents guides for social skills; the self help skills of physical development, personal care, and safety; a materials list; and practical skills including home care, sewing, crafts, workshop activities, yard care, and garden care for the intermediate and older levels plus nursing care for the older group. Academic skills listed for the primary level are discrimination, verbalization, and reading, writing, and arithmetic; for the intermediate group academics are reading and arithmetic; and for the older range reading, writing, and arithmetic. (JM)

ABSTRACT 21755

EC 02 1755 ED 035 134
Publ. Date 69 66p.
Take the Train Out of Trainable; Conference Proceedings of Institute for Teachers of TMR.
Georgia State Department of Education, Atlanta, Program for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; educational programs; physical education; recreation; psychological evaluation; art; handicrafts; language development; program planning; testing; student evaluation; health programs; physical environment; community role; mentally handicapped; behavior change; reinforcement; teaching methods

Conference papers are concerned with the overall curriculum for the trainable mentally handicapped, physical education and recreation, a psychological evaluation, arts and crafts and associated learning, and language development. Discussed are matters of contingency management in the classroom, programing, evaluation and testing instruments, reporting to parents, individual evaluation of the children, and planning a health program for mentally retarded children. The problems of physical environment as related to special education and the role of the community are also included. (JM)

ABSTRACT 21907

EC 02 1907 ED N.A.
Publ. Date 69 8p.
Dybwad, Gunnar
Planning Facilities for Severely and Profoundly Retarded Adults.
Walter E. Fernald State School, Waverly, Massachusetts
EDRS not available
National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

Descriptors: exceptional child services; custodial mentally handicapped; trainable mentally handicapped; institutional facilities; physical facilities; facility requirements; state schools; residential schools; institutional environment; physical design needs; building plans; physical environment; adults; Walter E. Fernald State School

New physical facilities at the Walter E. Fernald State School for the retarded in Waverly, Massachusetts are being planned in accordance with the following principles of design: creation of small housing units of integrated spatial arrangement designed for the daily living needs of small numbers of patients; great flexibility for varied utilization of space; creation of a stimulating environment with meaningful uses of spaces; and avoidance of undesirable overstimulation. (MS)

ABSTRACT 22265

EC 02 2265 ED N.A.
Publ. Date Apr 70 5p.
Nawas, M. Mike; Braun, Stephen H.

The Use of Operant Techniques for Modifying the Behavior of the Severely and Profoundly Retarded: Part I. Introduction and Initial Phase.
EDRS not available
Mental Retardation; V8 N2 P2-6 Apr 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; operant conditioning; training techniques; trainable mentally handicapped; custodial mentally handicapped; program descriptions

The first of a series of three papers, the article presented in this issue outlines the initial phases of an operant program and the fundamental steps which must be taken to enhance the viability of the program. Papers II and III, which will appear in successive issues, will deal respectively with the application of the specific operant techniques and with the means available for the maintenance, in the absence of concrete reinforcement, of the acquired behaviors. (Author)

ABSTRACT 22511

EC 02 2511 ED 038 781
Publ. Date Aug 67 237p.
Curriculum Guide for Teachers of Trainable Retarded Children.
Missouri State Department of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; trainable mentally handicapped; instructional materials; learning activities; self care skills; health education; social development; safety education; sensory training; perceptual development; language development; physical development; creative development; academic education; family life education; vocational education

Curriculum for the trainable mentally handicapped is developed on the primary, intermediate, and young adult levels. Units treat self care and personal health, interpersonal relations, safety education, and sensory and perceptual training. Additional units cover language, physical, and creative development as well as functional academics, home living, and vocational preparation. (JD)

ABSTRACT 22515

EC 02 2515 ED 038 785
Publ. Date 68 77p.
Curriculum Guide for Trainable Mentally Retarded.
Paintsville Board of Education, Paintsville, Kentucky
Eastern Kentucky Educational Development Corporation, Louisa;
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; self care skills; social adjustment; vocational education; language development; handicrafts; music education; physical education; Kentucky

The curriculum guide is introduced by a history and identification information for the trainable mentally handicapped. Each area of instruction presents the importance of the unit, objectives, an outline of content, sources of information, evaluation techniques, and the work-study skills integrated into the unit. Areas included are self care, economic usefulness, language development, social adjustment, music, arts and crafts, and physical education. Future plans for guidance and counseling, speech and hearing programs, a sheltered workshop, and preschool programs are briefly discussed. Appendixes suggest field trips and present a progress report and bibliography. (JM)

ABSTRACT 22550

EC 02 2550 ED 038 821
Publ. Date Feb 70 78p.
Dymond, Gerald E. and Others
A Curriculum for the Residential Trainable Child. Eighth Edition.
Southern Wisconsin Colony and Training School, Union Grove
Wisconsin State Department of Health and Social Services, Madison
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; residential programs; trainable mentally handicapped; vocational education; homemaking education; self care skills; communication skills; psychomotor skills; work experience programs; concept formation; social development; art; music; admission criteria

The trainable child's needs and abilities are considered; criteria for admission to and exclusion from the training school program are discussed. Curricula for children aged 5 to 9, 7 to 12, and 12 to 17 are then reviewed; all are grouped around expressive activities and self care, social, motor, academic, and vocational skills. Also presented are the work orientation program, providing advanced classroom and integrated work experience for ages 17 to 20, and the vocational and home living programs. Appendixes treat concurrent work experiences, industrial therapy, music, art, speech and hearing, and field trips. (JD)

ABSTRACT 22728

EC 02 2728 ED 039 670
Publ. Date 69 18p.
Fait, Hollis F., Ed.
Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.
Mansfield Training School, Mansfield Depot, Connecticut, Department of Physical Education
EDRS mf,hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered: supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 22773

EC 02 2773 ED N.A.
Publ. Date 67 49p.
Trainable Level Services for Retarded Children in Wisconsin.
Wisconsin State Department of Public Instruction, Madison, Bureau for Handicapped Children
EDRS not available
Wisconsin State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703.

Descriptors: exceptional child education; mentally handicapped; state programs; program descriptions; educational needs; trainable mentally handicapped; special classes; admission criteria; curriculum; teacher aides; team teaching; educational facilities; Wisconsin

The comprehensive plan for the education of trainable mentally retarded children in Wisconsin's public schools is presented. Enrollment criteria are suggested for pupil selection for half day, extended day, and full day programs; educational objectives are delineated. Also discussed are the curriculum, the physical plant, team teaching, and teacher-monitors. Transitional programs to coordinate school and community programs are suggested for older children. (SD)

ABSTRACT 22777

EC 02 2777 ED N.A.
Publ. Date 68 32p.
Hannaford, Alonzo E.; Worth, LoAnne L.
A Guide to Introductory Developmental Activities for the Trainable Mentally Handicapped in the Industrial Education Laboratory.
Illinois State University, Normal, Special Education Department
EDRS not available
TMH Booklet, Fairchild Hall, Illinois State University, Normal, Illinois 61761 ($1.50).

Descriptors: exceptional child education; mentally handicapped; vocational education; instructional materials; trainable mentally handicapped; hand tools; task analysis; equipment; equipment utilization; teaching methods; industrial arts education

Introductory industrial education activities for the trainable mentally handicapped are presented. Each of the 18 activities is pictured showing essential equipment and materials and basic layout; the procedural analysis given includes step-by-step procedure, descriptive statement of the steps, modification, a construction analysis, a list of materials, and a description of the construction. Activities are sequentially patterned according to the materials and skills required. Photographs depict the machine

screw exercise, pattern duplication, nut-washer assembly, cap screw exercise, sized dowel exercise, sorting activity, cotter-pin-washer-dowel sequences, block-peg-washer-cotter pin assembly, stuffing envelopes, box packaging, wrench assembly, wire cutting and packaging exercise, screw driver exercise, electron tube packaging, and packaging exercise. (LE)

ABSTRACT 22816

EC 02 2816 ED N.A.
Publ. Date 63 161p.
Butler, Jane
Curriculum Guide Special Education Volume II: A Guide for Developing a Community Program for the Trainable Mentally Retarded.
Texas Education Agency, Austin
EDRS not available
Texas Education Agency, Austin, Texas.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; public schools; preschool curriculum; interpersonal competence; communication skills; self help programs; vocational education; physical education; environmental education; leisure time

The report describes a curriculum for training in the pre-school years and presents an overview of a public school program for age groups 6 to 10 years, 10 to 13, and 13 and older. Main emphasis is on the scope and sequence of the public school curriculum, which includes sections on social competency, communication, self-help skills, physical competencies, understanding the environment, use of leisure time, and occupational skills leading to economic contribution. Planning by the teacher is presented through samples of monthly, weekly, and daily plans and evaluation. The remainder of the guide deals with interpersonal relationships and post school years. The bibliography includes 67 items. The appendixes consist of samples of record forms, suggestions on reading psychological reports, an equipment and supply list, and a rating scale for the young trainable child. (BW)

ABSTRACT 22910

EC 02 2910 ED N.A.
Publ. Date 67 70p.
Molitor, M. Graham, Comp.
A Curriculum for the Residential Trainable Child: Seventh Edition.
Southern Wisconsin Colony and Training School, Union Grove
EDRS not available
Southern Wisconsin Colony and Training School, Union Grove, Wisconsin 53182.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum; residential programs; special schools; training objectives; self care skills; educational programs; work experience programs; music education; speech curriculum; physical education; Southern Wisconsin Colony and Training School

Presented is a curriculum to meet the needs of the trainable mentally handicapped developed at the Southern Wisconsin Colony and Training School. The curriculum for the three levels of the trainable program, for children 5-17 years of age, is detailed, as is the curriculum for Work Orientation. Work Orientation, which could be referred to as the secondary program for trainable children, introduces to persons 17-20 years of age experiences associated with gainful activity (basic work habits and skills). Work experiences are integrated with classroom activities when appropriate. Work Orientation II (the second track) enrolls persons 17-22 years of age who demonstrate potential for some degree of economic usefulness. Shop and homemaking programs are offered to them. Also covered is the Community Living program, for returning persons to the community. Appended is information on concurrent work experiences and descriptions of specialized and supporting programs (music, speech and language, physical education, and field trips). (KW)

ABSTRACT 22914

EC 02 2914 ED N.A.
Publ. Date 66 52p.
Scott, Mary D.
Creative Ways of Teaching the Mentally Handicapped.
Pohukaina School, Hawaii
Hawaii State Department of Education, Honolulu, Office of Instructional Services;
Office of Education (DHEW), Washington, D. C.
EDRS not available
Hawaii State Department of Education, Office of Instructional Services, Special Services Branch, Honolulu, Hawaii 96813.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; educational methods; school programs; instructional materials; educational practice; motor development; teaching techniques; creative teaching; special schools; adolescents; Pohukaina School (Hawaii)

The handbook, designed for teachers and parents, contains creative ideas for training and developing trainable mentally handicapped children. The ideas and practices are ones employed successfully at Pohukaina School, Hawaii. An introduction describes the trainable mentally handicapped and defines some goals. Teaching techniques in the school program are described. These include active games and activities designed to develop motor skills, using tires, balls, weights, and mats, and quiet classroom activities involving the use of numbers, tinker toys, arts and crafts, stacking games, and common objects. Home citizenship training includes meal preparation and gardening. Specific examples and pictures accompany each topic. (KW)

ABSTRACT 22932

EC 02 2932 ED N.A.
Publ. Date 61 82p.
Williams, Harold M.
Education of the Severely Retarded Child: Classroom Programs.
Office of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. ($0.25).

Descriptors: exceptional child research; mentally handicapped; educational needs; educational programs; trainable mentally handicapped; family school relationship; administration; teacher education; instructional materials; curriculum planning; educational objectives; teacher selection

The booklet discusses characteristics of trainable mentally retarded children, principles and objectives of curriculum planning, objectives for the trainable retarded, the organization of curriculum materials (activities and classroom procedures), parent-teacher-child relationships, teacher selection and preparation, and some administrative considerations. Included are a 66-item bibliography and an appendix of definitions and incidence of mental retardation, and of studies of gains in the classroom. (LE)

ABSTRACT 23027

EC 02 3027 ED N.A.
Publ. Date Dec 66 34p.
Johnson, G. Orville; Lavely, Carolyn D.
Guidelines for the Establishment of Training Programs for Severely Mentally Retarded Children.
EDRS not available
New York State Interdepartmental Health and Hospital Council, Committee on Mental Retardation, 84 Holland Avenue, Albany, New York 12208.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; program planning; guidelines; educational programs

Intended as a guide for persons developing training programs for trainable mentally handicapped children, the booklet presents a curriculum to assist teachers in planning and additional suggestions to aid teachers. The objectives of a training program are discussed, terms relating to the mentally handicapped are defined, and characteristics of trainable mentally handicapped children are presented. Considered in the organization of the training program are steps in starting a class, selection of a teacher and a room, equipment and supplies, and reporting and evaluating progress. Covered in the discussion of program planning are a suggested schedule and program suggestions in the areas of self-care activities, social adjustment, work habits and skills, language development, and diversional activities. (KW)

ABSTRACT 23140

EC 02 3140 ED N.A.
Publ. Date (62) 24p.
Greenwood, Frank L.
On-Campus T.M.R. Occupational Training Program: Classified Personnel Training Procedures.
EDRS not available
Lowell Joint School District, 2250 West Whittier Boulevard, La Habra, California 90631.

Descriptors: exceptional child education; mentally handicapped; vocational education; trainable mentally handicapped; work study programs; job training; job skills; teaching guides; jobs; custodian training; training techniques; work simplification

The guide to teaching trainable mentally handicapped youth the occupations of custodian, garage worker, gardener, and cafeteria worker includes the following information for each occupation: introduction to training program, recommended methods of giving directions to trainees, specific procedures in giving directions (including some typical tasks), recommended types of work for the beginning trainee, safety measures, summary, and list of terms. (LE)

ABSTRACT 23193

EC 02 3193 ED N.A.
Publ. Date 67 6p.
Curfman, Hope G.; Arnold, Carol B.
A Homebound Therapy Program for Severely Retarded Children.
EDRS not available
Children; V14 N2 P63-8 Mar-Apr 1967

Descriptors: exceptional child services; mentally handicapped; home instruction; educational therapy; occupational therapy; social work; family counseling; program descriptions

Described is a homebound therapy program in Denver sponsored by the Sewall Easter Seal Rehabilitation Center to help severely retarded children and their parents. The goals of the program (to assess and develop potentialities of each child, and to help the family understand the child and contribute more to his development) are met by the services of a social worker and an occupational therapist. The occupational therapist concentrates on the child while the social worker helps the family. The individual aims for each child include: teaching of skills for performing activities of daily living, help in using toys constructively, help in improving motor and perceptual development, and preparation of the child for further training suitable to his ability. In addition to services in the home, the center also holds eight weekly one-hour counseling sessions for the mothers. While the mothers are with the social worker, the occupational therapist conducts a program for the children divided into free play, snack time, and project time. The goals of the group program for the mothers are: to provide help in living and dealing with feelings, to create an environment in which feelings can be aired, to provide specific help with problems of management, to help minimize the feeling of isolation, and to encourage the use of services of the center and other community organizations. The center has found that the entire needs of the family with a retarded child are best met by the combined services of the occupational therapist and the social worker rather than each working independently. (FS)

ABSTRACT 23572

EC 02 3572 ED 042 305
Publ. Date 69 113p.
Rhodes, Leanne and Others
A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11.
California State Department of Mental Hygiene, Sacramento, Bureau of Research
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; language development; institutional environment; enrichment programs; language skills; language instruction; reading instruction; intellectual development; program descriptions

A longitudinal research study of the growth and development of 10 severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, an environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the environment more stimulating, better structure daily routine, and motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared and destructive, random, or stereotyped acts have decreased. (KW)

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